# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Bramley C of E Primary School |
| Number of pupils in school | 452 |
| Proportion (%) of pupil premium eligible pupils | 16% (72 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2026 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Steve Moore  Head of School |
| Pupil premium lead | Kylie Thomson  Deputy Headteacher |
| Governor / Trustee lead | Kelly Taylor  Chair of governors/lead for PP/SEN pupils. |

**Funding overview**

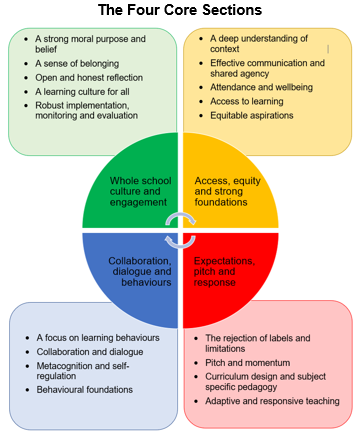
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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  (£1450 per pupil, £2530 per LAC pupil, £335 per Service pupil) | 4 Service chn- £1340  3 LAC/PLAC- £7590  72 chn entitled to PP funding- £114,636 |
| Recovery premium funding allocation **this** academic year | £11,020 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £125,656 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At Bramley C of E Primary School our overriding aim is to help the children develop into reflective, resilient learners ready for the future. Through our Christian Values of Friendship, Respect and Compassion we support all of our children in order for them to progress academically, socially and emotionally. For those disadvantaged children who face multiple barriers to both their learning and well-being we aim to remove these barriers where possible and where it is not possible we aim to develop in them the essential skills and attitudes needed to succeed in spite of these barriers*  *Our Pupil Premium Strategy Plan focuses on 3 main areas: Improving Teaching for all, Targeted support and Wider support based on individual needs. The plan is led by the Inclusion Leader and monitored by the SLT and Governors termly. Interventions and strategies that we use are based on evidence based research.*  *The key principles of our plan reflect the schools main values of Friendship, Respect and Compassion. We aim for all children to feel valued and cared for, to conduct themselves with respect for themselves and others and for them to be brave enough to seek challenge and self-improvement.*  *As a school we aim to bring both equality and equity of opportunity to all of our pupils.* |

*The Tackling Educational Disadvantage HIAS guidance,(TED), focuses on four key areas which form the basis to our Pupil Premium Statement and Strategy.*



**Challenges:**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge letter | Detail of challenge |
| **Whole School Culture and Engagement** | |
| Engaging Families | |
| A. | Parental engagement – some of our disadvantaged children have a lack of parental engagement in school and education, due to their own low parental education levels or low expectations/aspirations of their children. The EEF identifies that levels of parental engagement with their child’s learning / home learning, is consistently associated with academic progress. |
| Sense of Belonging | |
| B. | Pupil Voice- some children at risk of disadvantage need additional support to develop relationships and a sense of belonging in the school community, through having their voice heard and meaningful participation. |
| **Access, Equity and Strong Foundation** | |
| **Attendance** | |
| **C.** | Attendance of children entitled to Pupil Premium Funding. Some of our disadvantaged children are classed as persistently absent. Poor attendance is linked to poor academic attainment across all stages and small improvements in attendance can lead to meaningful impacts for these outcomes. |
| Oral Language and Vocabulary | |
| D. | Speech, Language and vocabulary. Some of our disadvantaged children, especially in the Early Years, have concerns with their speech, and limited language and vocabulary skills, which impact on their ability to communicate effectively and make progress in all areas of the curriculum. |
| Specific Intervention | |
| E. | Physical development issues- some of our children entitled to Pupil Premium funding, especially in EYFS and KS1, have concerns with the development of their gross and fine motor skills, which impact on their ability to learn, academically, socially and emotionally. |
| Cultural Capital | |
| F. | Enrichment/ equity – to ensure that all our disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience, such as Rocksteady lessons, visits from the wider community and educational visits. |
| **Expectations, Pitch and Response** | |
| Curriculum | |
| G. | Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum. |
| Data and Assessment | |
| H. | Rigorous monitoring and assessment tracking- ensuring all children vulnerable to being disadvantaged are tracked and target setting is challenging. |
| **Collaboration, Dialogue and Behaviours** | |
| Self-Regulation and Metacognition | |
| I. | SEMH – some of our children entitled to Pupil Premium need support with their emotional literacy and self-esteem alongside support with social/relationship building skills. |
| Learning behaviours | |
| J. | Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers and more incidents of low-level/off-task behaviours during learning. |

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| **Whole School Culture and Engagement** | |
| An increase in parental engagement with their children’s attainment and progress. | An increase in communication between parents and teachers resulting in greater parental understanding of their child’s academic targets. |
| An increase in the sense of belonging for children at risk of disadvantage through developing relationships and meaningful participation involving Pupil Voice. | The children will develop positive, trusting, reciprocal relationships also a sense of belonging. Pupils’ voices are heard and they engage in meaning participation. |
| **Access, Equity and Strong Foundation** | |
| The attendance of children entitled to PP funding will increase and the number of persistent absences decrease. | The children’s attendance % each term will increase in conjunction with the increased opportunities for learning. The number of children classes as persistently absent will decrease each term. |
| The gap in attendance between our children entitled to Pupil premium funding and those who children who are not entitled, will close and show a reduction from 5%. | The individual children who have low attendance will show an increase in their percentage each term. Parents will be committed to ensuring their children are in school on time through the attendance contracts. |
| Speech sounds developed, alongside Language and vocabulary repertoire increased for our children entitled to Pupil premium funding. | Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment. |
| Physical motor skills of our disadvantaged children will have developed. | Gross and fine motor assessments using the Solent Therapy Pack will show progress for our disadvantaged children. Improvements will be seen in handwriting and independent skills. |
| Children at risk of disadvantage have access to extra-curricular experiences to broaden and enrich their school experiences. | An increase in the cultural capital opportunities bring experiences for vulnerable children in line with children who are from families that are not at risk of being vulnerable- such as Rocksteady lessons, visits from the wider community and educational visits. Children at risk of begin disadvantage leave school with a balanced range of broad life experiences. |
| **Expectations, Pitch and Response** | |
| Children make expected attainment targets and progress rates in reading, writing, maths and combined. | Due to cohort (high SEN &PP) our targets for achieving ARE in R, W & M and combined at end of KS2 are lower than in previous years: |
| Children progress is monitored and tracked. | Monitoring and tracking children entitled to PP funding will ensure they are high profile and their progress is better than expected to close the gap. |
| **Collaboration, Dialogue and Behaviours** | |
| Our disadvantaged children will demonstrate improvements in the SEMH and wellbeing. | For those children receiving ELSA support they will achieve their targets. For those with a Thrive profile an increase in their developmental strand percentage will be seen by the end of the year. |
| Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning. | Children’s individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £56,545

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| Activity | Evidence that supports this approach | Challenge letter(s) addressed | Spring Review |
| **Expectations, Pitch and Response** | | | |
| Pupil progress meetings will be held regularly and outcomes shared with SLT & governors. | **EEF resources, including the Teaching and Learning Toolkit**,  The growing number of independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress. | G,H |  |
| Inclusion leader and Assistant Head Teacher work with subject leaders to review curriculum coverage for their subjects through regular monitoring ensure every lesson counts for all disadvantaged children. | **Making Every Lesson Count-/Shaun Allison / Andy Tharby/ class teachers**  Evidence shows a toolkit of strategies to make every lesson count. | G, J |  |
| Observations of learning with specific feedback Book/planning monitoring where next steps are identified. | **EEF- High quality teaching**-  Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. | G |  |
| Plan Interventions using data from 2022-2023 to help address gaps  Inclusion Leader to construct Statement clearly explaining how we are using both our Recovery Premium and Pupil Premium and the impact it is having | **EEF- Using your Pupil Premium Funding efficiently**-  Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school. | D,E |  |
| Learning walks / lesson observations to take place each term. Data drops to take place throughout the year. Children’s knowledge / skills are assessed and their performance feedback to them. | **EEF- teacher feedback to improve pupil learning-** Research shows that before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. | G,H |  |
| A Differentiation Tool Kit will be created. Teachers to adapt lessons and plans to both support / extend children in foundation subjects. | **EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and Effective Diagnostic Assessment.**-Research shows differentiation in the classroom gives pupils the best chance at learning, regardless of their abilities, strengths and weaknesses. | G,H |  |
| Little Wandle Phonic scheme and tracker used to set and track milestone targets.  Phonics to be taught to all children who still require it, including provision in UKS2. Fully decodable, age appropriate books for UKS2 and resources to be provided to parents. | **Research from the EEF- Phonics**-  The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.  The introduction of the Phonic Scheme ‘Little Wandle’ will result in children being monitored regularly and progress enhanced. | G,H |  |
| Early Reading- Discuss words before starting the book.  Decodable e-books to be used in EYFS/KS1. Class teachers to promote Bug Club programme to enhance reading at home. | **Early Reading EEF**-  Research shows that both decoding and comprehension skills are necessary for confident and competent reading  The introduction of the Phonic Scheme ‘Little Wandle’ will result in children reading books linked to this scheme and their phonics knowledge. This will being monitored regularly and progress enhanced | G,H |  |
| **Collaboration, Dialogue and Behaviours** | | |  |
| Profile of our learning behaviours to be raised through School Council / House Captains.  Learning behaviours to be taught and referred to in weekly planning to raise the profile with all children. | **Learning Behaviours- EEF-**  Evidence emerging suggests that these approaches provide powerful ways to raise pupil attainment. Raising the profile of Pupil Voice across the whole school. | I, J |  |
| New group to be formed across BIS/BJS & BPS formed of staff from all levels to implement new initiative across the schools- ‘increasing understanding of children’s SEMH and wellbeing’. | **Social and emotional learning (SEL) EEF.** Research shows that SEL approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. SEN HUB will provide consistency across the collaboration and support in the assessment systems provided. | I, J |  |

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## Targeted academic support

Budgeted cost: £37,696

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| Activity | Evidence that supports this approach | Challenge letter(s) addressed | Spring  Review |
| Access, Equity and Strong Foundation | | | |
| Targeted speech and language/vocabulary interventions, particularly to develop reading and writing, for identified disadvantaged pupils. | The EEF- Oral Intervention/Early Language- states that opportunities to learn/hear language develop skills such as social awareness, relationship skills and problem solving. Research shows that motor delay impacts on children’s academic, social and emotional progress | D,G |  |
| Targeted interventions, gross and fine motor development, for identified pupils entitled to pupil premium finding, across the school. | EEF- Physical developmental approaches Research shows that motor delay impacts on children’s academic, social and emotional progress. - programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. | E, |  |
| Expectations, Pitch and Response | | | |
| All SEND/PP/PPG children have an ‘Individual Support Plan’ highlighting individual barriers to learning, previous and current attainment, progress and any additional support/ interventions in place to improve outcomes. | **EEF-SEND guidance-** ‘Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress.’  EEF Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress. | G, H |  |
| To ensure that all PP children, including those with SEN children can access their learning whilst experiencing an appropriate level of challenge. (SEMH &Well Being support, Behavior approaches in addition to catch up.) | G, H, I |  |
| Ensure that assessment and monitoring procedures for the school enable effective identification of gaps.  Use SIMS for on-going tracking and assessment. | **EEF resources- the Teaching and Learning Toolkit,**  Independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.  Introduction of the Southampton SIMS to increase the ability to analyse groups of children and focus on targeted groups. | G, H |  |
| Targeted interventions, particularly to develop reading and writing, for identified disadvantaged pupils | **Research shows by the EEF- Early reading / Phonics** states that both decoding and comprehension skills are necessary for confident and competent reading | G, H |  |
| Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult) | **EEF- Literacy**  Small numbers of pupils will require additional support — in the form of high-quality, structured, targeted interventions — to make progress. A number of evaluations of such programmes, funded by the EEF, have found promising results. | A, G, H |  |
| **Collaboration, Dialogue and Behaviours** | | | |
| Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.  Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan. | **‘The ThriveApproach’- research /evidence** shows that ‘Thrive’ promotes children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.  Class Thrive action plans / activities in place to enhanced emotional development. | I, J |  |
| Disadvantaged children who have an additional need allocated a child champion (key adult) to have an increased awareness of that child’s needs, beyond the academic. | **EEF- SEL (Social and emotional learning)**  Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.  There is a strong evidence base that teacher- pupil relationships are key to good pupils behaviour and that these relationships can affect effort and academic attainment.(EEF- improving behaviour in Schools Guidance Report 2021) | I, J, B |  |
| ELSA- Emotional Literacy Support- provision personalised to the needs of individual children timetabled throughout the year. | ‘**ELSA’/‘The ThriveApproach’**-  Research /evidence shows that children who have secure attachments and strong emotional resilience skills are more able to be successful learners. | I, J, B |  |
| Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.  Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan. | **‘The ThriveApproach’- research /evidence** shows that ‘Thrive’ promotes children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.  Class Thrive action plans / activities in place to enhanced emotional development. | I, J,B |  |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £31,414

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| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge letter(s) addressed | Spring Review |
| Whole School Culture and Engagement | | | |
| Termly meetings in addition to whole school parent’s evenings to review PP/PPG children’s attainment, progress and discuss next step targets. | **EEF- Parental Engagement-**  Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | A, C, H |  |
| Involving the pupils in a range of activities such a planning collective worship to develop Pupil voice and engage them in wider school life with meaningful participation. | **Julia Flutter- ‘The Curriculum Journal‘-** ‘Pupil voice strategies have enabled teachers to gain a deeper understanding of teaching and learning processes and have helped them to change the way they think about pupils and their learning. | A, B, |  |
| **Access, Equity and Strong Foundation** | | | |
| Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary. | **EEF- Guidance reports**.  In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness. | C, A, |  |
| Financial support to  enable children to access  school visits, enrichment  activities, after school  clubs and school uniform | **Using Pupil premium Funding- EEF**.  Children who feel secure and have a sense of belonging are better placed to learn. Ensuring equity for children from disadvantaged backgrounds. | F, |  |
| Provide cultural experiences/ opportunities for all children [e.g. visitors into school inc. drama companies], fundraising opportunities, specialist sports/music activities] | **Life skills and enrichment- EEF**  Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons. | F, |  |

**Total budgeted cost: £** 125,656

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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| *See Pupil Premium Strategy review for 2022-2023* |

## Externally provided programmes

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| --- | --- |
| Programme | Provider |
| Thrive programme | The Thrive Approach |
| Speech link | Multi-media limited |
| Infant Language Link | Multi-media limited |
| Junior Language Link | Multi-media limited |
| ELSA | In school trained staff member |
| Solent Therapy Pack- Fine and gross motor | NHS- Therapy Pack |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | 1 Service Child in school 2021-2022 & 2022-2023. Support in small group interventions. |
| What was the impact of that spending on service pupil premium eligible pupils? | This child remained meeting expectations in Reading, Writing and Maths in Summer term 2022-23. |